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ABSTRACT

The State University of New York College of Arts and Science at Geneseo administered the American Council on Education Student Information Form to the freshman class during the fall 1972. Data is provided concerning personal and family background, high school backgrounds, educational and vocational plans, and attitudes of both 3- and 4-year students. National norm data are presented based on the responses of freshmen at 246 4-year colleges, with responses weighted to provide a representative coverage of freshmen throughout the country. Results indicate: (1) Geneseo freshmen are a youthful group attending college directly from high school. They come from middle-class backgrounds from homes in which one or both parents have had some exposure to college. (2) There is a greater number of academically able males among 3-year students compared with males in the 4-year group of students or the national norms. (3) Three-year students tend to be more "liberal" and less "middle-of-the-road" than their local and national counterparts. (MJM)

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March 1973

State University of New York
College of Arts & Science at
GENESEO

INTRODUCTION

The College at Geneseo has participated in the American Council on Education (ACE) longitudinal study of higher education since 1967. As a participant, the College has administered the Council's STUDENT INFORMATION FORM to each entering freshman class during the Summer Orientation Program.

Data in this report are highly representative of the Fall 1972 freshman class at the College in that approximately 90% of the entering students completed the Form. National norm data are based on the responses of freshmen at 246 four-year colleges, with responses weighted to provide a representative coverage of freshmen throughout the country.[1] The report is arranged according to four general headings:

I. PERSONAL AND FAMILY BACKGROUND
II. HIGH SCHOOL BACKGROUND
III. EDUCATIONAL AND VOCATIONAL PLANS
IV. ATTITUDES

A Discussion section covering each of the headings is included at the end of the report. For a more meaningful review, the reader should be mindful of the following:

1. The report is descriptive. Statistical tests have not been applied to the data; therefore, comments are based on observation. Comparisons are primarily made between 3-year baccalaureate freshmen *(Program began Fall 1971)* and 4-year traditional freshmen.

2. The maximum number of Geneseo students responding to a particular item is included in parentheses on each table. For the most part, data are presented for the total group responding. Data presentations by sex are for those items in which a sex bias is particularly evident.

3. Tables have been prepared with the percentages rounded to the nearest whole number from an extensive computer printout provided by the American Council on Education. Therefore, in some cases, the percentages do not total 100%. The printout is available from the Office of Institutional Research.

4. The Fall 1972 Student Information Form is included as an Appendix.

A report such as this is not exclusively the effort of any one individual. Particular acknowledgment is made of the assistance of Edward Thomson, Dean for Student Development, Robert Orilio of the Summer Orientation Staff, and, of course, to the students who provided the data.

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[1] *Additional details on the norm group and weighting procedures can be found in: Staff Report, "The American Freshman: National Norms for Fall 1972," ACE Research Reports, Office of Research, Vol. 7, No. 5, American Council on Education, Washington, D.C. 1972.*

PRESENTATION OF DATA

I. PERSONAL AND FAMILY BACKGROUND

Sex and Age: The male-female ratio proportionately favored the female for both Geneseo groups. Such was not the case with the norm group where the ratio approached equity. *(See TABLE 1)* The 3-year group tended to be a little younger than their 4-year counterparts but when the *"17 or younger"* and *"18"* categories were combined, the difference became negligible. Compared with the national norm, Geneseo freshmen tended to be younger. *(See TABLE 2)*

Size of Hometown: More than half of both Geneseo groups came from suburban areas or cities of moderate size; however, a larger proportion of the 3-year group came from small towns and farms than did the 4-year group. The norm group was definitely more urban-suburban in background than the Geneseo freshmen. *(See TABLE 3)*

TABLE 1
SEX OF STUDENTS

SEX	3-Yr. Frosh(343) %	4-Yr. Frosh(369) %	Nat'l Norm %
Male	41	42	52
Female	59	58	48

TABLE 2
AGE OF STUDENTS AS OF DEC. 31, 1972

AGE	3-Yr. Frosh(343) %	4-Yr. Frosh(369) %	Nat'l Norm %
17 or younger	4	2	5
18	90	91	78
19	6	7	14
20 or older	*	1	3

*Less than one-half of one percent

TABLE 3
SIZE OF HOMETOWN

HOME AREA	3-Yr. Frosh(342) %	4-Yr. Frosh(366) %	Nat'l Norm %
Farm	7	5	7
Small Town	34	28	21
City of Moderate Size	28	31	33
Suburb	25	28	25
Large City	5	8	15

Parents' Education, Father's Occupation, Parental Income: Approximately one-third of both Geneseo groups reported fathers having attained an undergraduate degree or higher. When the category *"some college"* is added, the percentage exceeds 50% for both groups. This pattern is in keeping with the national norm. For the most part, mothers of 3-year students tended to have attained collegiate exposure to a greater degree than those from the other two groups. *(See TABLE 4)*

There were no particular differences in the Father's Occupation of all three groups with the exception that slightly more of the 4-year freshmen had fathers who were *"Businessmen"* and a smaller percentage of the norm group had fathers who were engaged in the *"Education profession."* *(See TABLE 5)*

TABLE 4
PARENTS' EDUCATION

	A. Father's Education			B. Mother's Education		
EDUCATION	3-Yr. Frosh(341) %	4-Yr. Frosh(360) %	Nat'l Norm %	3-Yr. Frosh(340) %	4-Yr. Frosh(362) %	Nat'l Norm %
Grammar School or less	2	4	8	1	2	5
Some high school	11	14	14	9	8	12
High school grad	36	29	29	46	51	43
Some college	16	21	17	19	16	18
College degree	18	21	17	18	18	15
Some grad school	2	2	3	3	1	3
Graduate degree	15	10	12	5	4	5

TABLE 5
FATHER'S OCCUPATION

OCCUPATION	3-Yr. Frosh(332) %	4-Yr. Frosh(348) %	Nat'l Norm %
Businessman	27	33	31
Education profession	9	7	4
Health professional	3	2	3
Engineer	9	10	8
Farmer or Forester	4	3	4
Skilled worker	14	15	12
Semi-skilled worker	6	4	7
Unskilled worker	2	3	5
Other work requiring a college degree	3	2	3
Unemployed	2	1	2
Other	20	20	20

Nearly three-fourths of the Geneseo groups reported estimated parental income of $10,000 or more. This proportion was slightly greater than that for the national norm. *(See TABLE 6)*

Religion: For the most part, local and national freshmen came from home backgrounds which subscribe to formal religion in that only 5% and less reported that they were not reared in any religion. *(See TABLE 7)* However, currently students showed an increased lack of a religious preference, especially in the case of 3-year freshmen. *(See TABLE 8)*

TABLE 6
ESTIMATED PARENTAL INCOME

INCOME	3-Yr. Frosh(328) %	4-Yr. Frosh(343) %	Nat'l Norm %
Less than $4,000	5	5	7
$4,000-$5,999	2	3	6
6,000- 7,999	9	6	8
8,000- 9,999	10	12	10
10,000-12,499	19	16	16
12,500-14,999	18	16	13
15,000-19,999	19	19	16
20,000-24,999	10	10	9
25,000-29,999	4	3	5
30,000 or more	4	9	10

TABLE 7
RELIGION IN WHICH REARED

RELIGION	3-Yr. Frosh(343) %	4-Yr. Frosh(364) %	Nat'l Norm %
Jewish	3	6	4
Protestant	44	37	47
Roman Catholic	46	51	35
Other	2	2	11
None	5	4	3

TABLE 8
CURRENT RELIGIOUS PREFERENCE

RELIGION	3-Yr. Frosh(343)			4-Yr. Frosh(360)			Nat'l Norm		
	M %	F %	TOTAL %	M %	F %	TOTAL %	M %	F %	TOTAL %
Jewish	5	2	3	4	4	4	3	3	3
Protestant	26	39	34	24	33	29	38	42	40
Roman Catholic	34	36	35	36	47	42	31	28	30
Other	7	4	6	9	4	6	13	13	13
None	28	19	22	27	12	19	15	13	14

II. HIGH SCHOOL BACKGROUND

Type and Academic Performance: There were no notable differences in the type of secondary school of first-time freshmen. Overwhelmingly, they came from public schools. *(See TABLE 9)* However, in terms of academic performance, 3-year freshmen reported better achievement than their local and national counterparts. In terms of rank in class, a larger percentage of this group graduated in the top quarter of their class, with the same pattern holding for average grade of *"A to A+." (See TABLES 10 and 11)*

TABLE 9
TYPE OF SECONDARY SCHOOL

TYPE	3-Yr. Frosh(343) %	4-Yr. Frosh(369) %	Nat'l Norm %
Public	89	86	81
Private (Denominational)	10	13	14
Private (Non-denominational)	1	1	4
Other	-	-	1

TABLE 10
RANK IN HIGH SCHOOL CLASS

RANK	3-Yr. Frosh(340) M %	F %	TOTAL %	4-Yr. Frosh(368) M %	F %	TOTAL %	Nat'l Norm M %	F %	TOTAL %
Top quarter	83	92	88	50	87	72	47	58	52
Second quarter	14	8	10	38	12	23	35	30	33
Third quarter	3		2	12	1	5	16	11	14
Lowest quarter							2	1	1

TABLE 11
AVERAGE GRADE IN HIGH SCHOOL

GRADE	3-Yr. Frosh(343) M %	F %	TOTAL %	4-Yr. Frosh(368) M %	F %	TOTAL %	Nat'l Norm M %	F %	TOTAL %
A- to A+	22	66	48	8	41	27	17	25	21
B- to B+	76	34	51	83	58	68	61	64	62
C to C+	2		1	9	1	4	22	11	17
D							*	*	*

*Less than one-half of one percent

Selected Activities: The major difference among the groups was with respect to *"Honor Society"* membership. More 3-year freshmen participated in this activity compared with the other two groups. There were also some minor differences in participation between the 3-year group and the others regarding several other activities. *(See TABLE 12)*

III. EDUCATIONAL AND VOCATIONAL PLANS

Reasons for Selecting the College: Although 50% or more of each group indicated that a *"good academic reputation"* was an important reason for selecting a college, there were notable differences among the groups as to other significant reasons. Three-year freshmen deviated from their local counterparts by giving more importance to *"low tuition"* and *"special educational programs offered."* Both Geneseo groups differed from the norm group on *"relatives wanted me to go here," "has a good athletic program,"* and *"advice of someone who attended."* For these three reasons, the norm group percentages were higher. *(See TABLE 13)*

TABLE 12
SELECTED HIGH SCHOOL ACTIVITIES†

ACTIVITY	3-Yr. Frosh(343) %	4-Yr. Frosh(369) %	Nat'l Norm %
Visited art gallery or museum	66	62	59
Honor Society member	63	41	32
Worked in a political campaign	16	11	11
Won letter in basketball, football	10	11	17
Participated in a demonstration	16	13	11
Won varsity letter in other sport	27	29	29
Play a musical instrument	43	39	37
Edited school publication	23	20	16

† *Respondents were requested to "Mark all items to which you are able to answer 'yes'." Therefore, percentages do not total 100%.*

TABLE 13
REASONS NOTED AS VERY IMPORTANT IN SELECTING THE COLLEGEΨ

REASON	3-Yr. Frosh(339) %	4-Yr. Frosh(360) %	Nat'l Norm %
Relatives wanted me to go here	3	4	10
Wanted to live away from home	34	35	22
Has a good academic reputation	54	50	56
Has a good athletic program	2	7	13
Low tuition	29	22	15
Advice of someone who attended	11	12	18
Special educational programs offered	48	29	28
Advice of guidance counselor	5	5	7

Ψ *Respondents were asked to respond to each item. Only the "Very Important" responses are reported.*

Probable Major: In general, the more notable preferences of the 3-year freshmen were *"history-political science," "fine arts," "mathematics," "physical sciences,"* and *"pre-professional."* Four-year freshmen tended to prefer *"biological sciences," "education,"* and *"health professional (non-M.D.)."* Of particular note is that the *"undecided"* category was checked least often by 3-year freshmen. *(See TABLE 14)*

Highest Degree Planned: More 3-year freshmen plan on graduate study than do the other two groups, particularly with respect to the *"Master's," "Ph.D. or ED.D.,"* and *"LL.B. or J.D."* degrees. Also, more Geneseo 4-year freshmen plan on graduate study than do those in the national group. *(See TABLE 15)*

TABLE 14
PROBABLE MAJOR

MAJOR	3-Yr. Frosh(339) M %	F %	TOTAL %	4-Yr. Frosh(355) M %	F %	TOTAL %	Nat'l Norm M %	F %	TOTAL %
Biological Sciences	9	6	7	17	6	10	6	4	5
Education	3	19	12	1	29	17	4	15	10
English	4	6	5	3	4	3	1	3	2
Health Professions (non-M.D.)	1	13	8	4	21	14	3	14	8
History, Political Science	14	7	10	8	4	6	7	4	5
Humanities (Other)	1	6	4	1	3	2	3	6	4
Fine Arts	9	9	9	5	7	6	7	12	9
Mathematics	10	7	8	7	4	5	3	3	3
Physical Sciences	9	2	4	5	-	2	4	1	2
Pre-Professional	15	1	7	7	1	4	14	5	10
Social Sciences	13	13	13	14	8	10	6	14	10
Other	11	8	10	19	7	14	37	13	27
Undecided	1	3	2	9	6	7	5	6	5

TABLE 15
HIGHEST DEGREE PLANNED

DEGREE	3-Yr. Frosh(322) %	4-Yr. Frosh(334) %	Nat'l Norm %
Bachelor's	17	32	38
Master's	53	43	33
Ph.D. or Ed.D.	17	13	11
M.D., D.D.S. or D.V.M.	5	3	7
LL.B. or J.D.	7	4	5
Other	1	5	6

Probable Career Choice: The 3-year group tended to favor *the arts, medicine "(M.D. or D.D.S.)," and education.* The four-year group tended to favor *business* and *"health professional (non-M.D.)."* Again, of special note, is that a smaller percentage of the 3-year group checked *"undecided"* than did their peers. *(See TABLE 16)*

Expectations: Differences between 3-year freshmen and 4-year freshmen-norm groups were quite prominent with respect to *"Change major field," "Change career choice," "Make at least a 'B' average," "Get a bachelor's degree,"* and *"Transfer to another college."* For each of these items, with the exception of the last one, the difference was close to ten percent. Over 60% of all three groups expected to *"Be satisfied with college." (See TABLE 17)*

TABLE 16
PROBABLE CAREER OCCUPATION

OCCUPATION	3-Yr. Frosh(336)			4-Yr. Frosh(339)			Nat'l Norm		
	M %	F %	TOTAL %	M %	F %	TOTAL %	M %	F %	TOTAL %
Artist (Including Performer)	12	9	10	7	4	5	5	9	7
Businessman	3	1	2	8	1	4	14	4	9
College Teacher	2	2	2	1	-	*	1	1	1
Doctor (M.D. or D.D.S.)	14	1	6	6	-	2	9	3	6
Elementary or Secondary Teacher	9	40	28	6	37	24	8	26	16
Health Professional (Non-M.D.)	2	14	9	3	22	14	4	9	6
Lawyer	12	2	6	9	2	5	9	3	6
Research Scientist	8	2	4	9	1	4	4	2	3
Other	26	20	23	23	19	22	32	27	31
Undecided	12	9	10	28	14	20	14	16	15

*Less than one-half of one percent

TABLE 17
EXPECTATIONS*

EXPECTATION	3-Yr. Frosh(341) %	4-Yr. Frosh(363) %	Nat'l Norm %
Change major field	9	19	19
Change career choice	13	22	19
Fail one or more courses	1	3	3
Graduate with honors	11	7	9
Join social fraternity or sorority	17	16	21
Be elected to an Honor Society	9	5	5
Make at least a "B" average	48	37	35
Enroll in honors course	10	5	9
Get a bachelor's degree	89	74	75
Transfer to another college	7	13	14
Be satisfied with college	63	62	61

*Respondents were asked to mark a response for each item. The "Very Good Chance" option is reported.

IV. ATTITUDES

Political Preference: When the categories *"Far Left"* and *"Liberal"* are combined, a marked difference results between the 3-year group and the others. The former group is more polarized in the combined direction with a total of 56% indicating such preference compared with 44% for the 4-year freshmen and 37% for the norm group. Both Geneseo groups exhibited *"Middle-of-the-road"* to *"Far Left"* tendencies to a greater extent than did the norm group. *(See TABLE 18)*

Important Objectives: For the most part, responses for the two Geneseo groups paralleled each other. The major difference was with respect to *"Keep up with political affairs"* where a larger proportion of the 3-year group felt that this was essential. In addition, more from this group felt that it was important to *"Have friends different from me."* Both local groups tended to differ from the national norm on such items as *"Be very well-off financially"* and *"Develop a philosophy of life." (See TABLE 19)*

TABLE 18
CURRENT POLITICAL PREFERENCE

PREFERENCE	3-Yr. Frosh(337) %	4-Yr. Frosh(357) %	Nat'l Norm %
Far Left	5	3	3
Liberal	51	41	34
Middle-of-the-road	35	46	46
Conservative	9	10	16
Far Right	-	-	1

TABLE 19
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT*

OBJECTIVES	3-Yr. Frosh(341) %	4-Yr. Frosh(363) %	Nat'l Norm %
Be an authority in my field	54	58	62
Influence political structure	19	18	17
Have friends different from me	72	67	64
Be very well-off financially	25	28	39
Help others in difficulty	76	72	70
Become a community leader	15	12	17
Keep up with political affairs	60	51	52
Help clean up environment	51	47	45
Develop a philosophy of life	85	83	75

**Respondents were asked to respond to each item. Only the "Very Important" responses are reported.*

Collegiate Issues: All three groups agreed that *"faculty promotions"* should be *"based in part on student evaluations"* and a larger proportion of 3-year freshmen expressed strong agreement that the college should *"abolish grades"* and *"de-emphasize organized sports"* than did their local counterparts. On the other hand, the latter group tended to agree more that *"college officials have right to regulate student behavior off-campus"* and *"ban speakers."* Four-year freshmen were also proportionately more in favor of *"public colleges adopting open admissions."* There were also notable differences between local freshmen and the norm group on *"college too lax on student protests"* and *"college has a right to regulate student publications."* The norm group was generally more supportive of the college in these matters. *(See TABLE 20)*

National Issues: Generally, there was a fair amount of consensus on the part of the Geneseo groups with respect to the *"Federal Government"* doing more *"to control pollution"* and *"protect consumer."* To a lesser degree, they agreed that *"parents should be discouraged from having large families."* Slightly over half of both groups also noted the *"Federal Government is not doing enough to promote school desegregation"* and that *"marijuana should be legalized."* Norm group responses tended to differ, particularly from the 3-year group. *(See TABLE 21)*

TABLE 20
STRONG AGREEMENT ON COLLEGIATE ISSUES #

ISSUE	3-Yr. Frosh %	4-Yr. Frosh %	Nat'l Norm %
College officials have right to regulate student behavior off-campus	6	10	13
Faculty promotions based in part on student evaluations	81	81	77
Abolish college grades	32	29	38
De-emphasize organized sports	32	19	25
College has right to ban speakers	11	15	24
College too lax on student protests	29	32	41
Adopt open admissions at public colleges	15	21	32
College has a right to regulate student publications	15	15	30

#Respondents were asked to respond to each item. Only the "Agree Strongly" responses are reported.

TABLE 21
STRONG AGREEMENT ON NATIONAL ISSUES #

NATIONAL ISSUES	3-Yr. Frosh %	4-Yr. Frosh %	Nat'l Norm %
Federal Government not doing enough to control pollution	95	94	90
Federal Government not doing enough to protect consumer	86	83	77
Federal Government not doing enough to promote school desegregation	58	55	48
Marijuana should be legalized	55	53	46
Parents should be discouraged from having large families	76	72	67
Individual can do little to change society	39	43	42

#Respondents were asked to respond to each item. Only the "Agree Strongly" responses are reported.

DISCUSSION

I. PERSONAL AND FAMILY BACKGROUND

Geneseo freshmen are a youthful group attending college directly from high school. For the most part, as evidenced by the general distribution of *fathers' occupations, parents' education,* and *estimated parental income,* they come from middle class backgrounds. Of particular note is the fact that many students come from homes in which one or both parents have had some exposure to college. The idea that the college is primarily serving first generation college students is fast becoming a thing of the past.

The predominance of females may be owing to the teacher education heritage of the College and the concurrent societal role of women as elementary school teachers. As Geneseo continues to develop and mature as a liberal arts college, the male-female ratio should nearly balance. Judging from the Fall 1972 data, the process is approaching fruition.

The current social milieu with its demand for relevance may well account for the high incidence of students who indicated *no religious preference.* One should not, therefore, conclude that such students are non-religious but, perhaps, are reacting to the shortcomings of various denominations in meeting their needs, to the ecumenical movement, or increased independence from parents.

II. HIGH SCHOOL BACKGROUND

The fact that 3-year freshmen reported higher academic achievement in high school is owing to a selection factor criterion. In order to be eligible to participate in Fall 1972, an incoming student must have met one of three conditions: a Regents Scholarship Examination score of 200, combined SAT score of 1200, or a predicted first year average of 2.5. Approximately 600 students satisfied one or more of the prerequisites and 372 of these elected to participate in the 3-Year Program.

More significant, however, is the greater number of academically able males among 3-year students compared with males in the other two groups. In the past, the College has had a tendency to attract academically able females to a much greater extent than males. However, the emerging prominence of high achieving males may be owing to diversification within the curriculum and the appeal of the 3-Year Baccalaureate Program.

Selected high school activities tend to support a *cultural sophistication* factor on the part of both local groups as evidenced by their visits to art galleries, museums, their political activities, playing of musical instruments, and membership in academic honor societies. This pattern of involvement may be attributed to several causes, not the least of which might be mass media developments and improvements in high school programs and instruction.

III. EDUCATIONAL AND VOCATIONAL PLANS

It would not seem unreasonable that freshmen would note that the *"academic reputation"* of a college was an important reason for deciding to attend. However, the appeal of the 3-Year Program may be inferred from a larger percentage of 3-year students noting *"low tuition"* and *"special educational programs offered"* as being very important in selecting the college. The combination of low tuition over a 3-year vs. 4-year period and uniqueness of program offerings can be very appealing to some students. Although the College offers specialized major programs in Speech Pathology and Audiology and Children with Retarded Mental Development (Special Education), it would seem that the response pattern to *"special educational programs offered"* (48% for 3-year freshmen vs. 29% for the 4-year group) may be attributed to a reason other than these two programs alone, *i.e.*, a 3-year degree.

The probable major item provides insight into the nature of the 3-year group. Many are pre-professional-social sciences oriented with few undecided as to major. On the other hand, 4-year students tend to prefer to major in education, the non-M.D. health professions, biological sciences, with several students undecided.

The pre-professional nature of the 3-year group is further supported by their indication of degree aspirations. More of this group plan on obtaining degrees beyond the baccalaureate. However, it should also be noted that the relatively high incidence of plans for graduate study among both Geneseo groups, when compared with the norm group, might reflect plans for teaching careers and the concomitant need for permanent certification via graduate study.

The probable career occupation item reflects for both local groups an interest in the *people-helping* professions such as education, health, and law. The commitment of 3-year students is also reflected in the relative small percentage of them checking *"undecided."*

Testimony for the goal oriented nature of the 3-year group is rather strong in terms of their reluctance to *"change major field," "career choice,"* and *"transfer to another college."* They also exhibit self-confidence in that proportionately more of them expect to do well in college and minimally obtain a bachelor's degree.

IV. ATTITUDES

Political terms have a tendency to be relative. However, when respondents are reacting to the same terms at the same time, any divergence in responses may truly reflect differences in political predispositions. Given the preceding assumption, 3-year students tend to be more *"liberal"* and less *"middle-of-the-road"* than their local and national counterparts.

That freshmen enter college with uniform, strong opinions about collegiate issues is supported by the high degree of consensus regarding student evaluation of faculty and the abolishment of grades. Socialization regarding collegiate topics commences before students enter college. Again, the liberal inclinations of the 3-year students can be noted in their general *laissez-faire* attitude regarding the regulation of student off-campus behavior, controversial speakers, and student protests. However, a tinge of superciliousness on the part of 3-year students is evidenced by only a small percentage agreeing that open admissions should be adopted at public colleges.

Concern for societal issues and increased federal involvement in resolving them was quite uniformly expressed by all three groups. The high degree of consensus, especially among the Geneseo groups, suggests an awareness level that is being brought to the campus scene. Faculty should be cognizant of this awareness.

CONCLUDING REMARKS

Making interpretations from self-report data is somewhat risky. However, when there is interest in ascertaining the dimensions of a new program like the 3-Year Baccalaureate Degree Program, it is necessary to take such risks mindful that time and experience will be the final arbiter. At best, such interpretations provide possible hypotheses for planning purposes, with ensuing freshman classes putting the hypotheses to the test.

APPENDIX

1972
STUDENT INFORMATION FORM

578711

OUR NAME (Please print) First Middle or Maiden Last

OME STREET ADDRESS (print)

TY (print) STATE Zip Code

When were you born? Month (01-12) Day (01-31) Year

DO NOT MARK | MARK ONLY IF DIRECTED | GRP.

r Student:

The information in this report is being collected as part of a continuing dy of higher education by the American Council on Education. The uncil, which is a non-governmental association of colleges and educational nizations, encourages and solicits your cooperation in this research in er to achieve a better understanding of how students are affected by their ege experiences. Detailed information on the goals and design of this arch program are furnished in research reports available from the Council. ntifying information has been requested in order to make subsequent mail ow-up studies possible. Your response will be held in the strictest profes- nal confidence.

Sincerely yours,

Roger W. Heyns, President

CTIONS: Your responses will be read n optical mark reader. Your careful vance of these few simple rules will be appreciated.

- only black lead pencil (No. 2½ or less).
- ke heavy black marks that fill the circle.
- se cleanly any answer you wish to change.
- ke no stray markings of any kind.

XAMPLE: Yes No

l marks made with ball pen or ntain pen be properly read? ... ○ ●

ur Sex:

- ale ○
- male ○

2. Are you a U.S. Citizen? (Mark one)

- Yes, native born ○
- Yes, naturalized ○
- No ○

w old will you be on December 31 of s year? (Mark one)

- or younger ○
- 20 ○
- 21 ○
- 22-25 ○
- 26 or older ○

at is the highest academic gree that you intend to tain? (Mark one in each umn)

	Highest Planned	Highest Planned at this college
ne	○	○
ociate (A.A. or equivalent)	○	○
helor's degree (B.A., B.S., etc.)	○	○
ter's degree (M.A., M.S., etc.)	○	○
D. or Ed.D.	○	○
D., D.O., D.D.S., or D.V.M.	○	○
.B. or J.D. (Law)	○	○
) or M.Div. (Divinity)	○	○
her	○	○

5. How many miles is this college from your parents' home? (Mark one)

- 5 or less ○
- 6-10 ○
- 11-50 ○
- 51-100 ○
- 101-500 ○
- More than 500 ○

6. To how many colleges other than this one did you actually apply for admission? From how many did you receive acceptances? (Mark one in each column)

	Applications	Acceptances
No other	○	○
One	○	○
Two	○	○
Three	○	○
Four	○	○
Five	○	○
Six or more	○	○

7. Are you enrolled as: (Mark one)

- a regular, full-time student? ○
- a part-time student? ○
- a special or conditional student? ○

8. Prior to this term, have you ever taken courses for credit at this institution?

Yes ○ No ○

9. Since leaving high school, have you ever taken courses for credit at any other institution? (Mark all that apply)

- No ○
- Yes, at a junior or community college ○
- Yes, at a four-year college or university ○
- Yes, at some other postsecondary school (e.g. technical, vocational, business) ○

10. Did you graduate from secondary school in the class of 1972?

Yes ○ No ○

11. From what kind of secondary school did you graduate? (Mark one)

- Public ○
- Private (denominational) ○
- Private (nondenominational) ○
- Other ○

12. What was your average grade in secondary school? (Mark one)

- A or A+ ○
- A- ○
- B+ ○
- B ○
- B- ○
- C+ ○
- C ○
- D ○

13. Where did you rank academically in your high school graduating class? (Mark one)

- Top Quarter ○
- 2nd Quarter ○
- 3rd Quarter ○
- Lowest Quarter ○

14. How many students were in your high school graduating class? (Mark one)

- 25 or less ○
- 26-50 ○
- 51-100 ○
- 101-249 ○
- 250-500 ○
- Over 500 ○

15. What percentage of students in your high school graduating class went on to college? (Mark one)

- Under 10 percent ○
- 10-24 percent ○
- 25-49 percent ○
- 50-74 percent ○
- 75 percent or more ○

16. Where did you live for most of the time while you were growing up? (Mark one)

- On a farm ○
- In a small town ○
- In a moderate-sized town or city ○
- In a suburb of a large city ○
- In a large city ○

17. Which applies to you? (Mark one)

- Presently married ○
- Presently engaged ○
- Have been seeing one person exclusively ○
- Have been dating, but no one steadily ○
- Have not been dating in recent months ○

18. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds) ○
- Some concern (but I will probably have enough funds) ○
- Major concern (not sure I will have enough funds to complete college) ○

19. For each item below, indicate its importance as a source for financing your education. (Mark one answer for each item)

	Major Source	Minor Source	Not a Source
Part-time or summer work	○	○	○
Savings from full-time employment	○	○	○
Spouse's employment	○	○	○
Parental or family aid or gifts	○	○	○
Federal benefits from parent's military service	○	○	○
G.I. benefits from your military service	○	○	○
Scholarships and grants	○	○	○
NDEA loans, federally insured loans, or college loans	○	○	○
Other repayable loans	○	○	○

20. What is your best estimate of the total income last year of your parents (not your own family, if you are married)? **Consider annual income from all sources before taxes.** (Mark one)

Less than $3,000 ○	$15,000-$19,999 ○
$3,000-$3,999 ○	$20,000-$24,999 ○
$4,000-$5,999 ○	$25,000-$29,999 ○
$6,000-$7,999 ○	$30,000-$34,999 ○
$8,000-$9,999 ○	$35,000-$39,999 ○
$10,000-$12,499 ○	$40,000-$49,999 ○
$12,500-$14,999 ○	$50,000 or more ○

21. What is the highest level of formal education obtained by your parents and (if married) by your spouse? (Mark one in each column)

	Father	Mother	Spouse
Grammar school or less	○	○	○
Some high school	○	○	○
High school graduate	○	○	○
Some college	○	○	○
College degree	○	○	○
Some graduate school	○	○	○
Graduate degree	○	○	○
(Not married)			○

22. Mark one in each row:

	Jewish	Protestant	Roman Catholic	Other	None
Religion in which mother was reared	○	○	○	○	○
Religion in which father was reared	○	○	○	○	○
Religion in which you were reared	○	○	○	○	○
Your present religious preference	○	○	○	○	○

23. Which of the following is currently true about your parents? (Mark one)

- Both alive and married to each other ○
- Both alive and divorced or separated ○
- One or both parents deceased ○

24. Are your parents employed at present? (Mark one in each column)

	Father	Mother
Yes, full-time	○	○
Yes, part-time	○	○
No, but was in the past	○	○
No, and never was	○	○

25. How would you characterize your political views? (Mark one)

- Far left ○
- Liberal ○
- Middle-of-the-road ○
- Conservative ○
- Far right ○

26. Below is a list of statements on a wide range of topics that may or may not apply to you. Mark all items to which you are able to answer "yes".

	Yes
I have been employed for at least a year while not in school	○
I have won a prize or award in an art competition	○
I have had poems, stories, essays, or articles published	○
During the past year I:	
played a musical instrument	○
attended religious services	○
participated in an organized demonstration	○
visited an art gallery or museum	○
smoked cigarettes regularly	○
drank beer	○
had vocational counseling	○
worked in a local, state, or national political campaign	○
While in high school I:	
was a member of a scholastic honor society	○
won a varsity letter in basketball or football	○
won a varsity letter in another sport	○
edited the high school paper, yearbook, or literary magazine	○

27. What is: (Mark one in each column)

	Your probable future occupat	Your father's current occupat	Your mother's current occupa	Your spouse's current occupat if married?
	Y	F	M	S
Accountant or actuary	Y	F	M	S
Actor or entertainer	Y	F	M	S
Architect	Y	F	M	S
Artist	Y	F	M	S
Business (clerical)	Y	F	M	S
Business executive (manager, administrator)	Y	F	M	S
Business owner or proprietor	Y	F	M	S
Business salesman or buyer	Y	F	M	S
Clergy (rabbi, minister, priest)	Y	F	M	S
Clergy (other religious)	Y	F	M	S
Clinical psychologist	Y	F	M	S
College teacher	Y	F	M	S
Computer programmer	Y	F	M	S
Conservationist or forester	Y	F	M	S
Dentist (including orthodontist)	Y	F	M	S
Dietitian or home economist	Y	F	M	S
Engineer	Y	F	M	S
Farmer or rancher	Y	F	M	S
Foreign service worker (including diplomat)	Y	F	M	S
Homemaker (full-time)	Y	F	M	S
Interior decorator (including designer)	Y	F	M	S
Interpreter (translator)	Y	F	M	S
Lab technician or hygienist	Y	F	M	S
Law enforcement officer	Y	F	M	S
Lawyer (attorney)	Y	F	M	S
Military service (career)	Y	F	M	S
Musician (performer, composer)	Y	F	M	S
Nurse	Y	F	M	S
Optometrist	Y	F	M	S
Pharmacist	Y	F	M	S
Physician	Y	F	M	S
School counselor	Y	F	M	S
School principal / superintendent	Y	F	M	S
Scientific researcher	Y	F	M	S
Social worker	Y	F	M	S
Statistician	Y	F	M	S
Therapist (physical, occupational, speech)	Y	F	M	S
Teacher (elementary)	Y	F	M	S
Teacher (secondary)	Y	F	M	S
Veterinarian	Y	F	M	S
Writer or journalist	Y	F	M	S
Skilled trades	Y	F	M	S
Other	Y			
Undecided	Y			
Laborer (unskilled)		F	M	
Semi-skilled worker		F	M	
Other occupation		F	M	
Unemployed		F	M	
Student				

NOTE: If your father or mother is deceased retired, please indicate his or her last occup

re you a veteran? (Mark one)

- o
- es, I served in Southeast Asia
- es, but I did not serve in Southeast Asia

re you: (Mark all that apply.)

- hite/Caucasian
- lack/Negro/Afro-American
- merican Indian
- riental
- exican-American/Chicano
- uerto Rican-American
- ther

he following is a list of several ethnic groups. The st is not intended to be all-inclusive; if no response ems appropriate, mark "none of above apply."

Mark one in each column)	Father's Ethnic Group	Mother's Ethnic Group	Your Ethnic Identity (if any)
anadian			
nglish/Scotch/Welsh			
reek			
talian			
ish			
atin American/Spanish			
olish			
ussian or other Slavic			
candinavian			
one of above apply			

Mark one in each row: (Agree strongly / Agree somewhat / Disagree somewhat / Disagree strongly)	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
he Federal government is not doing enough to control environmental pollution				
he Federal government is not doing enough to protect the consumer from faulty goods and services				
he Federal government is not doing enough to promote school desegregation				
here is too much concern in the courts for the rights of criminals				
s long as they work hard, people should be paid equally regardless of ability or quality of work				
he activities of married women are best confined to the home and family				
ealthy people should pay a larger share of taxes than they do now				
arijuana should be legalized				
arents should be discouraged from having large families				
omen should receive the same salary and opportunities for advancement as men in comparable positions				
ealistically, an individual can do little to bring about changes in our society				

32. Mark one in each row: (Agree strongly / Agree somewhat / Disagree somewhat / Disagree strongly)

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College officials have the right to regulate student behavior off campus				
The chief benefit of a college education is that it increases one's earning power				
Faculty promotions should be based in part on student evaluations				
College grades should be abolished				
Colleges would be improved if organized sports were de-emphasized				
Student publications should be cleared by college officials				
College officials have the right to ban persons with extreme views from speaking on campus				
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions				
Most college officials have been too lax in dealing with student protests on campus				
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges				
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students				

33. What is your best guess as to the chances that you will: (Mark one for each item)

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Change major field?				
Change career choice?				
Fail one or more courses?				
Graduate with honors?				
Be elected to a student office?				
Join a social fraternity, sorority, or club?				
Be elected to an academic honor society?				
Make at least a "B" average?				
Need extra time to complete your degree requirements?				
Have to work at an outside job during college?				
Seek vocational counseling?				
Seek individual counseling on personal problems?				
Enroll in honors courses?				
Get a bachelor's degree (B.A., B.S., etc.)?				
Drop out of this college temporarily (exclude transferring)?				
Drop out permanently (exclude transferring)?				
Transfer to another college before graduating?				
Enter active duty in the armed services before completing college?				
Be satisfied with your college?				
Be more successful after graduation than most students attending this college?				
Find a job after graduation in the field for which you were trained?				
Get married while in college? (skip if married)				
Get married within a year after college? (skip if married)				
Adopt a child some day?				

34. Do you feel that you will need any special help in any of the following subjects? (Mark all that apply.)

English	○	Social Studies	○
Reading	○	Science	○
Mathematics	○	Foreign Language	○

35. Below is a list of 68 different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES

- Architecture ○
- English (literature) ○
- Fine arts ○
- History ○
- Journalism (writing) ○
- Language (modern) ○
- Language (other) ○
- Music ○
- Philosophy ○
- Speech and Drama ○
- Theology ○
- Other Arts and Humanities ○

BIOLOGICAL SCIENCE

- Biology (general) ○
- Biochemistry ○
- Biophysics ○
- Botany ○
- Zoology ○
- Other Biological Science ○

BUSINESS

- Accounting ○
- Business Admin. ○
- Electronic Data Processing ○
- Secretarial Studies ○
- Other Business ○

ENGINEERING

- Aeronautical ○
- Civil ○
- Chemical ○
- Electrical ○
- Industrial ○
- Mechanical ○
- Other Engineering ○

PHYSICAL SCIENCE

- Chemistry ○
- Earth Science ○
- Mathematics ○
- Physics ○
- Statistics ○
- Other Physical Science ○

PROFESSIONAL

- Health Technology (medical, dental, laboratory) ○
- Nursing ○
- Pharmacy ○
- Predentistry ○
- Prelaw ○
- Premedical ○
- Preveterinary ○
- Therapy (occupat., physical, speech) ○
- Other Profession ○

SOCIAL SCIENCE

- Anthropology ○
- Economics ○
- Education ○
- History ○
- Political Science (government, int. relations) ○
- Psychology ○
- Social Work ○
- Sociology ○
- Other Social Science ○

OTHER FIELDS

- Agriculture ○
- Communications (radio, T.V., etc.) ○
- Computer Science ○
- Environmental Science ○
- Electronics (technology) ○
- Forestry ○
- Home Economics ○
- Industrial Arts ○
- Library Science ○
- Military Science ○
- Physical Education and Recreation ○
- Other (technical) ○
- Other (nontechnical) ○
- Undecided ○

36. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very important	Somewhat important	Not important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions in my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having an active social life	E	V	S	N
Having friends with different backgrounds and interests from mine	E	V	S	N
Becoming an expert in finance and commerce	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Participating in an organization like the Peace Corps or Vista	E	V	S	N
Becoming a community leader	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Never being obligated to people	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Being successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Getting married within the next five years (skip if married)	E	V	S	N

37. Below are some of the reasons that might have influenced your decision to attend this particular college. How important was each reason in deciding to come here? (Mark one answer for each statement)

	Very important	Somewhat important	Not important
My relatives wanted me to come here	V	S	N
I wanted to live away from home	V	S	N
This college has a very good academic reputation	V	S	N
This college has a good athletic program	V	S	N
I was offered financial assistance	V	S	N
Most of my friends are going to this college	V	S	N
Because of low tuition	V	S	N
Someone who had been here before advised me to go	V	S	N
Because of the special educational programs offered	V	S	N
I was not accepted anywhere else	V	S	N
My guidance counselor advised me to go	V	S	N
I wanted to live at home	V	S	N

DIRECTIONS:

The remaining circles are provided for items specifically designed by your college, rather than by the American Council on Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

38. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
39. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
40. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
41. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
42. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
43. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
44. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
45. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
46. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
47. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

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